

# **STUDY OF PARENTAL ATTITUDE TOWARDS PHYSICAL EDUCATION PROGRAMME IN PROPOSED STATE OF BUNDELKHAND**



**A  
THESIS  
SUBMITTED FOR THE DEGREE OF  
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**Under the supervision of  
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DEDICATED  
TO MY  
PARENTS, FAMILY & FRIENDS



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## Chapter – I

### INTRODUCTION

Education is process by which the individual is shaped to fit into the society and which maintain and advances the social order. It is a systematic process designed to make man more rational, mature and knowledgeable. Education is the modification of behaviour of an individual for his own personal happiness, for his better adjustment in society and for making him a successful citizen contributing something original to the society.

The major purpose of education is to render each individual to become free, to realize limitations, to find out the means of solution and contribute to improve the quality of life for himself and others<sup>1</sup>.

Education means preparation for life. It should help every individual to become all he is capable of becoming. Education must be concerned with developing optimum

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<sup>1</sup> Joseph Dr. Gennaro. "The Purpose of Physical Education in the 70's" The Physical Education 28 (October 1971) 125.

organic health, vitality, emotional stability, social consciousness, knowledge, wholesome attitudes and spiritual and mental qualities<sup>2</sup>. These educational objectives can be better achieved through physical education as physical education aims at the development of physically fit, mentally sound, emotionally balanced and socially adjusted individuals. Thus, physical education has a vital role to play as an integral part of general education which aims at enabling an individual to live an enriched and abundant life in an ever changing world<sup>3</sup>.

The objective of education is the manifestation of perfection, already in man. The objective of physical education is very practical that is to develop physical fitness, neuromuscular skills and socialization of the human beings. Physical Education does instill its objectives in the individual to create a life long habit of utilizing the skills and knowledge for physical fitness and health, using leisure time in worthy activities.

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<sup>2</sup> Charles A Bucher, **Foundation of Physical Education** 3<sup>rd</sup> ed (St Louis The C.V. Mosby Co. 1960) p.26

<sup>3</sup> R Agasthya A **Handbook of Education in India** 2<sup>nd</sup> ed (Madras W Publishing House 1976). p.



The characteristics of physical education are also such that many of the existing problems are similar to other areas of education. Physical Education has many shared objectives with other disciplines of the school, and other community agencies. These shared objectives mainly concern attitudes, human values and knowledge. However, physical education is nonverbal in nature and has the primary purpose of teaching gross motor skills rather than verbal oriented skills. The unique function of physical education is the education of youth through the improvement of motor behaviour. "Perceptual development, information feed back, and communication play important roles in the development of physical skills<sup>4</sup>.

Systematic physical education enhances understanding of self. It fosters intellectual, creative and expressive powers. It develops behavioural patterns that aid in liberating man from burdens and forces of modern day

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<sup>4</sup> William Buckleu "The Role of Conceptual Organization, Feed Back and Communication in the Development of Physical Skills" The Physical Education 28 (1971) 142.

life such as leisure time, high pressured living and sedentary habits<sup>5</sup>.

Conditioning the body through regular physical exercise enables the individual to meet emergencies more effectively, to preserve health and to avoid disability. The fit or conditioned person lives a more productive and satisfactory life. He is better able to cope with the exigencies of modern living is more resistant to degenerative diseases<sup>6</sup>.

Adjustment is a dynamic process by which organisms meet their needs. Physical education and related activities satisfy many needs by siphoning dammed up tensions in whole some and socially acceptable ways.

If satisfied in opposite ways, neurotic or delinquent behaviour may be result.

Hein and Ryon<sup>7</sup> have revealed that socially well adjusted persons tend to be more successful in athletics,

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<sup>5</sup> Gennaro, *The Physical Education*, p. 125

<sup>6</sup> Fred V Hein and Allan J. Ryon. "The Contribution of Physical Activity to Physical Health" *Research Quarterly* 31 (may 1960) 263.

<sup>7</sup> Ibid



physical fitness and physical education activities than persons who are less well adjusted socially.

The physical education is not the activity itself but achievement of the human potentials, contained within the activity. In other words the goal is the development of all human personal qualities that are essential for successful and satisfying participation in physical activity. The participants, however, may not be aware of this ultimate goal. His interest is generally in the activity alone and this is as it should be. It is the parents who will channelise this desire, interest or motivation for participation into activities that encourage personal achievement<sup>8</sup>.

Modern physical education is a dynamic subject which derives its strength from its deep foundation in the sciences like psychology, anatomy, growth and development, genetics and evaluation. It is very closely related to health education

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<sup>8</sup> Eugene N. Nixon and Frederic W. Cozens, **An Introduction to Physical Education 2<sup>nd</sup> ed.** Revised (Philadelphia and London : W.B. Saunders Co., 1942) pp. 42-43

and recreation and can contribute more to the goals of general education than any other school subject.<sup>9</sup>

It is generally acknowledged that physical education helps in development of physical, mental and emotional health and physical fitness. No one can deny the significance of games and sports in the development neuro muscular and social skills, which contribute towards the making of a well adjusted and useful member of society.

Physical education contributes in no small measure to bring about social and national integration, and to instill the worthy ideals of responsible citizenship which is the basis of a good democracy<sup>10</sup>.

Physical education is a misinterpreted field and misunderstood by many people today among administrators, teachers and people in the community are those who think of physical education as athletics exercises and preparation or as play and a waste of time, one of the crucial problems facing the profession today is to educate

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<sup>9</sup> Agasthya, **A Hand Book of Education in India** 2<sup>nd</sup> ed, p. 241.

<sup>10</sup> Ibid., p.224

the public how physical education can contribute to the fundamental purpose of education<sup>11</sup>.

The teacher knows the benefits of physical education for the children. But, whether or not the children would participate in the physical education programme is determined to a great extent by their attitude which includes their feelings about physical activity as a social experience, the health (both physical and mental) benefits of exercise, their aesthetic sense of movement and their affective response to hard and strenuous training.

The development of attitude is a cyclical process with considerable modification especially during childhood. It is now universally agreed that one's childhood years are important in determining attitudes and habits in later life, including those related to physical activity. If one is concerned not only with the present around development of children but also their continued participation in sports, games and other physical activities, the development of a positive attitude becomes an important factor.

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<sup>11</sup> Laurence A. Pope and Louis F. Means, **A Professional Carrier in Physical Education** (Englewood Cliffs, New Jersey Prentice Hall Inc. 1962).

The shaping of positive attitudes and habit patterns towards physical activity is crucial because of their close relationship with the motivational set of the learner. Many factors, including the cognitive and psychomotor, determine what is learned, but attitudes usually determine the consequences of physical education<sup>12</sup>.

Physical education is a part of education and education is incomplete without physical education. The competition and evaluation in no other branch of education other than the Physical Education have the history of being held at the International level and the same tradition continuous till the present time. The needs of primitive man were basic but not complex, his culture was relatively simple. Ability to hunt and fight the enemy was essential for survival. The learning of such skills was part of education and development of the body through vigorous physical activity was vital for existence.

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<sup>12</sup> Jerry Freisehlag, "Basic considerations in changing Attitudes towards Physical Education Credibility - Success, consequences and self-Discovery, "The Physical Education 30 (March 1973) 19.

The earliest forms of fitness measurement tools were based on the concept of generality, that is, it was believed that certain basic abilities underlie the performance of all motor tasks. But of late this concept has been tested and found to be untenable<sup>13</sup>.

Physical education over the past century has developed a body of knowledge of its own. The study of physical education not only consists of the application of the disciplines of anatomy, psychology, sociology to the study of physical activity but also as discipline in its own body of knowledge, rightly utilizes appropriate aspect of those disciplines<sup>14</sup>.

Modern physical education has its roots in the ancient societies which survived primarily on the basis of physical prowess. The search for food and protection from wild animals were both quite demanding in nature and therefore

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<sup>13</sup> Barry L. Johnson and Jack K. Nelson, **Physical Measurement for Evaluation in Physical Education**, 3<sup>rd</sup> ed. (Delhi : Surjeet Publication, 1982) p.15

<sup>14</sup> David H. Clarke and H. Harrisan Clarke, **Research Process in Physical Education, Recreation and Health** (Englewood Cliffs, N.J. Pentice Hall Inc., 1970) pp. 12-13.

only the fit could survive, there by bringing about a physically fit society<sup>15</sup>.

Systemic physical education enhances understanding of self. It fosters intellectual, creative and expressive powers. It develops behavioral patterns that aid in liberating man from burdens and forces of modern day life such as leisure time, high pressured living and sedentary habits. Therefore the researcher has made an attempt to find out relationship between attitude and health related fitness of school going students<sup>16</sup>.

Education is the process by which the individual is shaped to fit into the society and which maintains and advances the social order. It is a systematic process designed to make man more rational, mature and knowledgeable. Education is the modification of behaviour of an individual for his own personal happiness, For his better adjustment in society and for making him a successful citizen contributing something original to the

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<sup>15</sup> Charles A Bucher, **Foundations of Physical Education** (Saint Louis : The C.V. Mosby Company 1972) p.277.

<sup>16</sup> S. Prudden & J.M. Hirschland, **"Starting Right"** (First Edition, 1988) pp.7.



society the major purpose of education is to render each individual to become free to realize limitations, to find out the means of solution and contribute to improve the quality of life for him self and others<sup>17</sup>.

The environment and personality of teachers and administrations exercise a great influence upon the development of the child. A child himself through what he does no doubt but he learns more from others. In other wards he assimilates his own experiences with the experiences of other and thus becomes a practical man<sup>18</sup>.

Attitude as a mental and neural state of readiness, organized through experiences, exporting a direction or dynamic influence upon the individuals response to all subjects with which it is related<sup>19</sup>.

Physical Education is a misinterpreted field and misunderstood of many people in many countries. In under developed as well as in developing countries the values and

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<sup>17</sup> Joseph Di Gennaro "The Purpose of Physical Education In the 7'5" The Physical Education 28 (October 1971) : p. 125.

<sup>18</sup> B.C. Rai **Theory of Education** (Lucknow : Prakashan Kendreas) p.3

<sup>19</sup> G.W. Allport "Hand Book of Social Psychology" (Warcester Mass University Press 1935) p.810.

need of physical education are not yet understood and appreciated property. It is unfortunate fact that the physical education is not given the due importance or an equal status with other academic subjects, and Bundelkhand is not exceptional. Hence, if we analyse the education and physical education system in proposed state of Bundelkhand, we have find out that the following factors might be responsible for the root cause of the step motherly treatment being given to the physical education profession and the physical education professionals.

1. Role of School and College Administrators.
2. Attitude of subject teachers and physical educators.
3. Attitude of student.
4. Parents and public reaction
5. Finance
6. Facilities and Personnel
7. Equipment and Programme



Through Bundelkhand education system is centralized and the Ministry of Education administers the system, designs and supervise the curriculum of physical education in educational sphere, inspite of that physical education in Bundelkhand is striving hard to develop and maintain maximum physical efficiency, develop useful sport and game skills, promote enjoyment of wholesome reaction, develop good health habits, active lifestyle, balanced mental and body development, community spirit, creativity, moral and civic duty and other qualities which help in the achieving a complete individual personality and for becoming a good citizen. But the parents of the children in various school have not yet educated themselves to exhibit a standard behavioral pattern to accept physical education profession and allow it in establishing a positive image.

So, the parents must develop and exhibit a positive attitude towards physical education for the development of personality traits of their children and motivating them to participate actively in the physical education programme in various schools.

Hence, the investigator is undertaking the study to interpret the attitude of the parents towards the physical education programme as it may help to determine the root cause of the in different treatment being given to this subject.

Hence, the investigator is undertaking the study to interpret the attitude of the parents the physical education programme as it may to determine the root cause of the different treatment being given to this subject.

### **Statement of the Problem**

The purpose of the study was to determine the attitude of the parents towards physical education programme in Bundelkhand.

### **Delimitation**

The study was delimited to the parents of the students studying in the proposed state of School of Bundelkhand namely Government School, Semi Government School, Private Schools.

### **Limitations**

As the present study is limited to administration of one questionnaire the following limitations are recognized.

1. It was unlikely that the respondent could react to a statement validly in the absence of personal experience.
2. It was not likely that the equal number of responses obtained by several individuals would indicate equal degree of favourable attitude.
3. There was a possibility that an individual may answer according to what he thinks he should feel, rather than how he really feels.

### **Hypothesis**

On the basis of literature reviewed, available research findings, experts opinion and scholar's own understanding of the problem it was hypothesized that most of the parents did not have a positive attitude towards physical education.

## Definition and Explanation of Terms

### Attitude

Attitude is normally understood as feeling, mood or opinion towards something. It involves liking or disliking, love or hatred, beliefs or disbeliefs of an idea of someone toward a subject or an object of an individual or group of individuals.

When we build feelings for or against something, we are developing attitudes. An attitude is an implicit response or predisposition to act toward or away from an individual or social value<sup>20</sup>.

According to Woodworth<sup>21</sup> "An attitude is a set or disposition readiness, inclination, tendency to act towards an object according to its characteristics, so far we are acquainted with them".

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<sup>20</sup> Charles C. Cowell, **Research Method in Health, Physical Education and Recreation** (Washington D.C. : AAHPER, 1959) p.115.

<sup>21</sup> R.S. Woodworth, **Psychology** 4<sup>th</sup> ed. (London : Henry Holt and Co., 1940), p. 392.

Bhatia<sup>22</sup> views attitude as a more or less generalized tendency to think or act in a certain way in respect to some object or situation, often attended by feeling. Attitudes like interests, result from experience. Satisfying experiences result in favourable attitudes and unsatisfying experiences lead to negative attitude.

Munn and other<sup>23</sup> have defined attitude as follows :

“Attitudes are learned predispositions toward aspects of our environment. They may be positively or negatively directed towards certain people, issues or instructions”.

“An attitude usually is considered as consisting of three basic components – thinking, feeling and reacting”.

For the purpose of the present study the definition as given below is considered the most appropriate.

Attitude is the pattern of thinking, feeling and reacting and may be expressed as opinions, beliefs, ideas or overt

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<sup>22</sup> Hans Raj Bhatia, **A Text Book of Educational Psychology** (New Delhi : The Macmillan Co. of India Ltd. 1977), pp 342-345.

<sup>23</sup> Norman L. Munn ; L. Dodge Fernald Jr. and Peter S. Fernald, **Introduction of Psychology**.

behaviour towards a particular subject or object. It results from experiences and is not necessarily constant.

### Physical Education

Bucher and Reade<sup>24</sup> have defined physical education as follows :

“Physical Education, an integral part of the total education process, is a field of endeavour that has as its aim, the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities that have been selected with a view to realizing these outcomes”.

Mathew<sup>25</sup> defines physical education as “education through or by means of the physical”.

According to Mason and Ventre<sup>26</sup> Physical Education is the interaction of persons and social groups with certain

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<sup>24</sup> Charles A. Bucher and Evelyn M. Reade, **Physical Education and Health in the Elementary Schools** (New York : The Macmillan Co., 1964), p.22.

<sup>25</sup> Donald K. Mathew, **Measurement in Physical Education** (Philadelphia : W.B. Saunders Co., 1973), p.3.

<sup>26</sup> M.G. Mason and A.G.L. Ventre, **Elements of Physical Education** (Leeds : Thistle Books, 1965) p.5.

ends in view for the development of persons and the welfare of society through the medium of psychomotor activity.

Smith and Clifton<sup>27</sup> referred to physical education as the science and skill of movement.

Thomas<sup>28</sup> defined physical education as essential aspect of general education in which physical activities are used as a means of educating or modifying a person for better and fuller living.

According to Arnold<sup>29</sup> "Physical education can be defined as that integral part of educational process which enhance and harmonises the physical, intellectual, social and emotional aspects of an individual's personality, chiefly through directed physical activity".

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<sup>27</sup> Nope Smith and Margnerite Clifton, **Physical Education : Exploring Youth Future** (Englewood Cliffs, N.J. : Pentice Hall Inc., 1962), p.7.

<sup>28</sup> J.K. Thomas, **Physical Education Lessons** (MADRAS : Gnanodaya PRESS, 1967), p.1

<sup>29</sup> P.J. Arnold, **Education, Physical Education and Personality Development**(London : Heinemann Educational Books Ltd., 1963), p.1



Sharman<sup>30</sup> defined physical education as a way of education through motor activity and related experiences and its subject matter as primarily ways of behaving.

According to Nixon and Cozens<sup>31</sup> "Physical education should be defined as that phase of the whole process of education which is concerned with vigorous muscular activities and related responses and with the modification of the individual resultant from these responses".

### Significance of the Study

Though physical education is recognized as an integral part of educational system, yet it is not given the status it deserves.

It is often contended that this neglect is due to non-recognition of the role of physical education by the parents, school authorities and the general public mainly due to ignorance about the objectives of physical education which in turn leads to an unfavourable attitude towards this vital area of curriculum.

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<sup>30</sup> Jackson R. Sharman, **Introduction to Physical Education** (New York : A.S. Barnes and C., 1934) p.59

<sup>31</sup> Nixon and Cozens, **An Introduction to Physical Education**, p.8



It was expected that this study may reveal the attitudes, favourable or otherwise, of parents towards various aspects of physical education, such as physical, mental, personality, emotional, social educational.

This was help the physical education authorities to reinforce the favourable attitudes in order to cultivate a positive approach towards this important branch of education.

The results of study were<sup>to</sup> help in formulating measures to educate the parents in realization of the necessity of their words participating in programmes of physical education to lead to balanced development of the child's personality.

It was also<sup>to</sup> help the educational planners to take effective steps in providing due emphasis to physical education and sports.

## Chapter – II

### REVIEW OF RELATED LITERATURE

The research scholar has made a sincere effort to go through professional literature related to the study. Research studies on the attitude of parents, student and teachers towards physical education programme are very limited in numbers. However, some related studies have been reviewed in this chapter.

Mayer<sup>1</sup> from his study has concluded that parental attitude towards physical education were not related to socio-economic status. Parents considered the activities and the outcomes of physical education either desirable or essential to the total development of their daughters.

Woar<sup>2</sup> conducted a study on the evaluation of individual and group attitude towards physical education as an activity course and also developed an inventory for

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<sup>1</sup> Barbara A. Mayer, "A Study of Parental Attitude Towards the Value of Physical Education in the Total Development of the Daughters," **Completed Research Health, Physical Education and Recreation** 6 (1964) : 86

<sup>2</sup> Charles L. Woar cited by Chester W. Harris ed. **Encyclopedia of Educational Research** 3<sup>rd</sup> ed. (New York The MacMillan Co., 1960), p.989.

measuring attitudes towards physical education as an activity course and developed an inventory for measuring attitude towards physical education. He reduced the length of the inventory from 120 to 30 items and the correlation between the two forms was 0.96.

Bucher<sup>3</sup> conducted a survey covering 100 teachers, parents representative of the general, superintendents and principals of school and directors of physical education to determine what they believed should be the role of physical education in American Schools and Colleges. Overwhelming support for physical education as a part of the education programme was indicated by 89 percent of the persons surveyed. Sixty one percent believed that physical education should be scheduled once a day. Only two group professors and parents indicated that they might possibly be more in favour of three times a week. Most of the persons surveyed, thought that all types of activities including team sports, carry over activities, individual activities and recreational activities should be a part of physical education programme. Principals and superintendents thought that physical

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<sup>3</sup> Bucher, **Foundation of Physical Education**, p.4

education class should be larger than the size of classes for academic subjects. A majority was of the opinion that physical education grades should be reported separately from the other educational offerings.

School administrators and professors were the only group who believed that it should correspond with the marking in other subjects.

The purpose of the study conducted by Keogh<sup>4</sup> was to determine if students differed in their attitudes towards general benefit or values of physical education and if men and women differed in this respect. The responses of 136 men and 130 women to the wear physical education attitude Inventory (Form A) were analysed to determine if difference between men and women or size of agreement response were related to items with a common meaning. Subjects endorsed the social, physical and emotional values of physical education, but they conflicted in the opinion regarding the relative value of physical education programme in the school curriculum.

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<sup>4</sup> Jack Keogh, "Analysis of General Attitude Towards Physical Education", **Research Quarterly** 5 (March 1962) : 239.

Allerdice<sup>5</sup> conducted a study on the relationship between the attitude towards physical education and physical fitness scores and socio-metric status. She administered the kneeer adaptation of the wear attitude inventory and AAHPER Yough Fitness Test on 202 girls in grades eight and nine at Fair Field Iowa, U.S.A. in 1962-1963. The entire group did not demonstrate any substantial relationship between attitudes towards physical education and degree of physical fitness. However, the girls with most favourable attitude towards physical education had a significantly higher degree of fitness than the girls with the most negative attitude. Allerdice concluded that an adverse attitude towards physical education did not seem either to lower a girls social status in the physical education classes or to possess a positive place to raise her status.

Chamber<sup>6</sup> conducted a study on the appraisal of the attitudes of the principals, teachers and students towards

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<sup>5</sup> Mary Ellen Allerdice, "The Relationship between Attitude Towards Physical Education and Physical Fitness Scores and Socio-Metric Status", **Completed Research in Health Physical Education and Recreation** 6 (1964) : 59-60.

<sup>6</sup> Samuel H. Chamber, "The Appraisal of the Attitude of Principals, Teachers and Students Towards Physical Education as a Secondary

physical education as a secondary school subject. The study revealed that teachers and students, unlike the principals, held a favourable attitude towards physical education as a secondary school subject. Teachers and students were aware of the importance of physical education in developing fitness. Activity which were liked by pupils and teachers were also the activities in which they desired instruction and in which they estimated their skills to be high.

Prince<sup>7</sup> conducted a study on the attitudes of the campus community towards the intramural programme of California State College, San Bernardino. Among the community groups were administrators, participating faculty, non-participating faculty, participating male student, participating female students, non participating male and female students. The semantic differential technique was utilized as a research tool in assessing attitudes.

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School Subject", **Completed Research in Health, Physical Education and Recreation** 23 (1965) : 75.

<sup>7</sup> Gregory L. Prince, "The Analysis of Attitudes Towards an Intramural Programme", **Dissertation Abstracts International** 32 (November 1978) : 2917-A.



The students, faculty and administrators indicated positive attitude toward the intramural programme. Those who participate in the intramural programme expressed more positive attitude than their counter parts who did not participated in the programme.

To analyse the current practices and beliefs on physical education programme in higher education Pelton<sup>8</sup> took three groups of subjects to conduct his study. They were college physical educators, a jury of physical educators, and Deans of Instruction. The six important basic concepts of physical education cited by all three groups were : the development of strength and endurance : the achievement of personality satisfying level of motor skills, the development of an esthetic appreciation for the role of sports as a cultural course in the modern world : the acquisition of knowledge useful in solving personal health problems : classification of self-image and enhancement of self-esteem : and acquisition of physical skills and mental interpretation.

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<sup>8</sup> Barry Clifton Pelton, "A Critical Analysis of Current Practices and Beliefs Underlying General Physical Education Programmes in Higher Education," **Research Quarterly** 38 (December 1967) : 678



It was also found that physical educators and academic deans of instruction were in close agreement in most instance with regard to beliefs concerning the general college programme of physical education.

Delforge<sup>9</sup> conducted a study where an attitude inventory using the semantic differential technique was administered to 100 male and female graduate and undergraduate students, subjects were selected to random from each of the following students populations : i) Ambulatory physically handicapped ii) Wheel chair physically handicapped, iii) Non-handicapped and iv) College athletes

No significant differences in attitudes towards physical activity in general or toward each of the six dimensions of physical activity were found among the four main study groups. No significant differences were detected between male handicapped and male non-handicapped, between female handicapped and female non-handicapped and between male handicapped and female handicapped students. Attitude expressed by male students and by male

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<sup>9</sup> Gray Don Delforge, "Attitude of Physically Handicapped and Non-handicapped College Students Towards Physical Activity", **Dissertation Abstracts International** 34 (September 1973) : 1116-A

and female handicapped students towards physical activity as an ascetic experience were significantly less positive than for all other dimensions.

Reid<sup>10</sup> evaluated the attitudes towards physical education and studies the personnel, facilities and programmes in, selected high schools in South Carolina. He used the wear Attitude Inventory and a modification of the La-port score card to collect the data. His studies revealed that though there was a lack of activities and equipments in these high schools the personnel showed a favourable attitude towards physical education.

The purpose of the study of Selby and Lewko<sup>11</sup> was to measure grade school children's attitudes toward female involvement in sports and their relationship with participation, sex and grade level. A Likert type questionnaire (CATFIS) was administered to 106 girls and 264 boys in grades 3-16 at the beginning of their

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<sup>10</sup> Hyward V. Reid, "An Evaluation of the Attitudes Towards Physical Education and An Appraisal of the Personnel, Facilities and Programme in Selected Junior High School in South Carolina", **Completed Research in Health, Physical Education and Recreation** 5 (1963) : 61

<sup>11</sup> Rosemary Selby and John H. Lewko, "Children's Attitude Toward Females in Sports : Their Relationship with Sex, Grade and Sports Participation", **Research Quarterly** 47 (October 1976) : 453.

participation (P) in a YMCA sponsored sports programme. Similarly, 344 girls and 287 boys in grades 3-9 who did not participate (NP) in this sports programme were administered the questionnaire in their school classrooms. Five month later the P group and the NP group (only grades 3-6) were retested to investigate whether any change attitude had occurred. The results of the study indicated that females at all grade and participation levels had significantly more favourable attitudes than the males. At grades 3 and 4 male P and NP were quite similar in their attitudes, as were female P and NP, but at grades 5 and 6 the attitudes of each sex group diverged. Male NP were more positive than male P, while female NP were less positive than female P. The significant three-way interaction between participation, sex and grade was explained in terms of a psychological contrast effect and sex roles. Overall, the groups became more positive towards female involvement in sports from the time of the pretest to the post test.

The purpose of the study by Nessel and Nelson<sup>12</sup> was two fold : to investigate (a) The relationship between strength and attitudes towards physical education among 200 college women and (b) strength in relation to two groups of women whose stated responses towards physical activity were extremes of high or low, women enrolled in physical education classes at Michigan State University expressed a very favourable attitude towards physical education as an active courses as measured by the wear inventory. The validity and reliability findings of this study approximate findings of previously reported studies. Significantly correlation were found between strength (hand grip, back lift, pull, push measures) with scores on wear's inventory. Self-Rating Scale, and the three questions used in his validity study : although the relationship were low. Back strength showed the highest relationship with all attitudes measures. Number of years of participation in high school physical education was not related to the strength measures, wear's Inventory, or Self-Rating Scale. However,

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<sup>12</sup> Janet A. Wessel and Richard Nelson, "Relationship between Strength and Attitudes Towards Physical Education Activity Among College Women", **Research Quarterly** 35 (December 1964) : 562.

years of high school physical education was found to be significantly related to the results of the three questions (high personal judgment). Grip strength was found to be directly related to the group of subjects who were consistently positive in their responses to the questionnaire items. Based on descriptive information, the high could be characterized as being physically active, participating more in the intramural programme, enjoying co-recreational sports activities and valuing the importance of physical activity as part of their personal recreation programme.

The purpose of this study by Zaichkowsky<sup>13</sup> was to determine the difference in attitude toward physical education activity after participation in required service programmes in physical education at the college level between a foundation curriculum (Women = 87, Men = 129) and a life time sports curriculum (Women = 185, Men = 118). Pre = and Post = test measurements were carried on the three attitudinal components. Effect was measured using the semantic differential scales of Kenyon's Attitudes

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<sup>13</sup> Linda B. Zaichkowsky, "Attitudinal Differences in Two Types of Physical Education Programmes", **Research Quarterly** 46 (October 1965) : 364.

Towards Physical Activity Inventory. Tools specifically designed for this study were used to measure the behaviourable and cognitive components. A 2 x 2 multivariate ANCOVA indicated statistically significant differences (0.05 level) on the main effects of sex and type of programme as well as significant interaction. Further evaluation using discriminate analysis indicated that there were 2 statistically significant discriminate functions. One function demonstrated distinct attitudinal differences between men and women regardless of the type of programme in which they were enrolled. The second function revealed that women in the foundations programme were different from the other three groups of subjects. It was concluded that a foundations programme was not more effective than a life time sports programme in effecting a more positive attitude toward physical activity.

Form A of the Attitude Inventory was administered to one randomly selected physical education class of seventh grade boys, one class of eighth grade boys, and one class of ninth grade boys in each of five junior high



schools by Campbell<sup>14</sup>. The mean inventory Score for each grade was found to be equal to or superior to the mean reported in wear's validation study. A significant  $\chi^2$  value was found for the distribution of Inventory scores of the three junior high school grades. A biserial co-efficient of correlation item analysis which was computed for each of the three grades established that the 30 items correlated significantly with the total score and that the item score also had a significant correlation with the Inventory Category Score. On the basis of these results, the conclusion was advanced that the wear Attitude inventory was an appropriate instrument to measure attitudes of junior high school boys towards physical education.

The purpose of this study of Brumbach<sup>15</sup> was to measure the attitude toward physical education of all male lower division students entering the University of Oregon in September 1960. The wear Attitude Inventory, short form A, was the instrument used. The results indicated that as a

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<sup>14</sup> Donald E. Campbell, "Wear Attitude Inventory Applied to Junior School Boys", **Research Quarterly** 39 (December 1968) : 888

<sup>15</sup> Wayne B. Brumbach and John A. Cross, "Attitudes Towards Physical Education of Male Students Entering the University of Oregon", **Research Quarterly** 36 (March 1965) : 10.



group, these students had a rather favourable attitude toward physical education. In comparing the mean score of this group with the means reported for two some what similar groups, the Oregan Students score was significantly higher. In comparing various subgroups, the following conclusions were made, athletes have better attitudes than non-athletes, the more years of physical education a student has had in high school the better his attitude is likely to be and students who attended smaller high schools (enrollment under 300) have better attitudes than those from larger schools.

A study by Moyer, Mitchem and Bell's<sup>16</sup> using a modified wear Attitude Inventory (2) was made to determine the attitudes of freshmen and junior women toward the required physical education programme at Northern Illinois University and to evaluate the physical education offerings in terms of student needs. The findings indicated a preference for individual sports, a highly favorable attitude toward physical education on the part of both freshmen and

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<sup>16</sup> Lon Jean Moyer ; John C. Mitchem and Mary M. Bell, "Women's Attitudes Toward Physical Education in the General Education Programme at Northern Illinois University", **Research Quarterly** 37 (December 1966) : 515.

juniors, and a need for re-evaluation of methodology and interpretation in teaching the required programme.

The purpose of the study by Keough<sup>17</sup> was to analyze stated attitude responses and selected descriptive information in relation to two groups of men and women who demonstrated extreme attitude toward physical education. From an original group of 226 subjects, 69 men and women were selected whose scores on the wear Physical Education Attitudes Inventory were extremes of high or low. Additional data were obtained through a group interview questionnaire. There were no male - female differences within the extreme groups. The low group offered some minimum support for the outcomes of physical education, but they vigorously questioned the relative value of physical education as a school programme. There was no evidence to indicate that negative attitudes were related to non participation.

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<sup>17</sup> Jack Keough, "Extreme Attitude Toward Physical Education", **Research Quarterly** 34 (March 1963) : 27.

Broer et al's<sup>18</sup> article presents the results of a survey of the attitude of 1,149 college freshmen women toward physical education as an activity. Study of the total scores shows that they indicated a very favourable attitude. The students of swimming and tennis seen to have a more favourable attitude than overage and those in archery a less favourable attitude. The high percentage of these students who indicated that physical education activity classes contribute to social development, mental and physical education activity classes contribute to social development, mental and physical health agree with results found at the university of Michigan.

The wear attitude inventory was administered to 188 college women in a variety of Physical Education activities by Marilyn F. Vincent<sup>19</sup>. The final grade received for the activity course was used as the success factor. Attitude were analysed both as to values and as to activity groups and correlations were computed between attitude and success.

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<sup>18</sup> Marion R. Broer ; Katharine S. Fox and Eunice Way, "Attitude of University of Washington Women Students Toward Physical Education Activity", **Research Quarterly** 26 (December 1955) : 379.

<sup>19</sup> Marilyn F. Vincent, "Attitudes of College Women Toward Physical Education and Their Relationship to Success in Physical Education", **Research Quarterly** 38 (March 1967) : 126.

Attitudes toward physical education were generally favourable, with the contribution of physical education to the physiological physical values being higher than other values examined. There was a significant relationship between attitude and success at the 0.05 level. The higher significant occurred in the case of students having more favourable attitudes.

The purpose of study by Wilma Isenberger<sup>20</sup> was to determine the relationship between the self-attitudes of women physical education teacher. Subjects used in the study were 277 women physical education major students from three institutions and 167 women physical education teachers. The "Who am I ?" test a twenty statements Test of Self Attitudes (TST), was used as a measure of self attitudes. The results of this study indicated that there was a significant difference between the self-attitudes of student groups within a school and between schools. It was also indicated that the self-attitudes of teachers offered significantly from those of students enrolled in a liberal arts

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<sup>20</sup> Wilma Isenberger, "Self Attitudes of Women Physical Education Major Students and of Women Physical Education Teachers", *Research Quarterly* 30 (March 1959) : 44

college or a teachers college connected with a university but mere similar to those of students in teaching education institutions.

Park<sup>21</sup> determined whether there is any relationship between physical fitness and success in physical education activities in a normal school department. The activities used were those required of all majors in physical education at the state normal school Cortland, New York Sixty-Five subjects were selected at random. The activities were swimming, gymnastics, dancing, play game ad athletics. The author concluded that all fine correlation have low values. There was no correlations between physical fitness index and athletic award. Athletic success for men depends on mere strength than physical fitness.

Jean<sup>22</sup> study was to find out relationship existed between attitudes toward physical education and level of physical activity based on private and public school, college

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<sup>21</sup> Bessie I. Park, "Relationship Between Physical Fitness and Success in Physical Education Activities", **Research Quarterly** 6 (March 1935) : 263.

<sup>22</sup> Jeon Yong Bal, "Relationship between attitudes of College Students in Korea toward Physical education and level of Physical Activity", **Dissertation Abstract International** 60 (February 2000) : 2850-A.

classification and gender among selected students at the Yeungnam University and Chungnam National University in Korea through the administration of the adam scale and Godin physical activity questionnaire subject were selected from Yeungnam University and Chumngnan National University, Korea. Twenty six undergraduate classes were randomly selected, the subject for this study were 1,293 students. The data were analyzed by employing a statistical package for the social sciences (SPSS-X). Both descriptive and inferential statistics were used to analyze the data gathered for this study. The 0.05 level of significance was selected. The conclusions of this study were as : college students tended to possess positive attitudes toward physical education, the attitudes of subjects toward physical education were related to their levels of physical activities, Yeungnam University students tended to participate in physical activities wore than public school students, subjects grouped by college classification did not differ in attitudes toward physical education or in level of physical activity, Male and Female subjects did differ in attitudes towards physical education.



Karen B. Wright<sup>23</sup> to determine of significance differences between the expressed attitude of students and the teachers, perception of the students attitudes differences between the expressed attitudes of the teachers and students perception of teachers attitudes were also investigated. Analysis revealed that teachers had a better attitudes toward physical education than and did the classes as a group. There was no significant differences in the attitudes of students and their teachers perception of their attitudes however, there was a differences in the expressed attitudes of teachers and the students perception of the teachers attitudes, students perceived a less favourable attitude then the teachers expressed.

Alston<sup>24</sup> studies the attitude of teachers toward physical education in selected school in Virginia U.S.A. He concluded by saying that, as a group, these teachers accepted the physical education requirement favourably further, his inference was that she has no bearing on ones

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<sup>23</sup> Karen B. Wrigh, "Expressed and Perceived Attitudes of Students and Teachers Towards Physical Education", **Completed Research in Health, Physical Education and Recreation** 12 (1978) : 236.

<sup>24</sup> Joseph L. Alston, "The Attitude of Teachers Towards Physical Education in Selected Schools in Viginia" **Completed Research in Health Physical Education and Recreation** 9 (1967) : 86.



attitudes towards physical education but the science teachers held the view that physical education requirement was lower in esteem than any other group.

### Chapter - III

#### **PROCEDURE**

In this chapter, procedure adopted for measurement of attitude, selection of subjects, selection and modification of questionnaire, administration of questionnaire and the statistical techniques used for the analysis of data have been described.

#### **Measurement of Attitude**

The selection of a proper tool was of vital importance for this study since the aim was to assess the attitude of the parents towards physical education programme in schools. It was decided to use attitude questionnaire as a tool. With the help of the questionnaire the investigator was trying to get the reflection of attitudes of the respondents towards physical education in schools in proposed state of Bundelkhand.

The validity of the responses, received greatly depended upon the integrity of the respondents and hence

absolute validity could not be expected, however, the anonymous responses ensured the greater validity of the responses.

### **Selection of Subjects**

1000 parents of the students of Government Schools, Private School, Semi Government Schools of proposed State of Bundelkhand selected randomly for the purpose of the study. The parents of the students of these schools were educated enough to understand and provide relevant responses to the questions asked in the questionnaire.

### **Selection and Modification of Questionnaire**

The research scholar gleaned through the various relevant literature pertaining to the present study and prepare questionnaire with the help of guide and other experts by modifying the already existing questionnaire, which used in various similar type of studies.

An attempt was made to make the wording of the statements simple, clear, relevant and free from ambiguity. Provision was made on the right side of each statement to

note the attitude of the respondent by ticking (✓) one of the responses viz Yes / No respectively.

The aspects under which the statements can be grouped and the number of statements under each aspects have been shown in Table - A.

TABLE - A

**ASPECTS OF PHYSICAL EDUCATION AND THE NUMBER  
OF STATEMENTS IN EACH**

| <b>S.No.</b> | <b>Aspect</b>      | <b>No. of Statement</b> |
|--------------|--------------------|-------------------------|
| 1.           | Physical Aspect    | 5                       |
| 2.           | Mental Aspect      | 5                       |
| 3.           | Personality Aspect | 5                       |
| 4.           | Emotional Aspect   | 5                       |
| 5.           | Social Aspect      | 5                       |
| 6.           | Educational Aspect | 5                       |

**Administration of the Questionnaire**

The questionnaire were distributed to 1000 parents through their children who were students of the Government Schools, Semi Government Schools and Private

Schools in proposed State of Bundelkhand and in each of these schools 50 questionnaire were distributed.

The responses were collected in the same way. The student selected from the following Disticts : Kurvey, Banda, Mahoba, Hamirpur, Jalon, Lalitpur, Jhansi, Gwalior, Guna, Bhind, Morena, Shivpuri, Sagar, Damoh, Chhatarpur, Satna, Sidhi, Rewa, Panna, Vidisha.

### **Statistical Procedure**

Equal occurrence hypothesis (X-Chi Square) was applied to see the significance difference between the responses of each question, which was tested at 0.05 level of confidence. Further, percentile technique was also used to describe the responses in some meaningful way.

## Chapter – IV

### **ANALYSIS OF DATA AND RESULTS OF THE STUDY**

In this chapter the analysis of the data which were collected through the administration of the questionnaire has been described.

The questionnaire comprising of 30 statements covering six aspects of physical education were circulated to parents of renowned school boys. Eight hundred questionnaire duly filled were received.

#### **Findings**

The analysis of data carried out to know the percentage opinion of the parents of the students on a particular aspects was assessed by using the statistical technique  $X^2$  (Chi-Square). For testing hypothesis the level of significance was set at 0.05 level of confidence.

The responses of parents in respect to parental attitude towards physical education programmes are presented in the following tables.

TABLE - 1

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PHYSICAL  
EDUCATION IS CONCERNED MAINLY WITH MUSCLE  
BUILDING"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 491 (61.4)      | 309 (38.6)   |
| fe                       | 400             | 400          |
| fo - fe                  | 91              | -91          |
| (fo - fe) <sup>2</sup>   | 8281            | 8281         |
| $\frac{(fo - fe)^2}{fe}$ | 20.70           | 20.70        |
| x <sup>2</sup> = 41.4*   |                 |              |

\*Significant  $x^2_{0.05(1)} = 3.841$

It is evident from Table 1 that the obtained responses for affirmative (491) and for negative (309) in relation to the question. It yielded a significant  $x^2$  of 41.4, which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicates that 61.4% for affirmative responses and 38.6% for negative responses.



TABLE - 2

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "THE PURPOSE  
OF PHYSICAL EDUCATION HELPS IN PHYSICAL  
DEVELOPMENT ONLY"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 589 (73.6)      | 211 (26.3)   |
| fe                       | 400             | 400          |
| fo - fe                  | 189             | -189         |
| (fo - fe) <sup>2</sup>   | 35721           | 35721        |
| $\frac{(fo - fe)^2}{fe}$ | 89.30           | 89.30        |
| $\chi^2 = 178.6^*$       |                 |              |

\*Significant  $\chi^2_{0.05}(1) = 3.841$

It is observed from Table 2 that the obtained responses for affirmative (589) and for negative (211) in relation to the question. It yielded a significant  $\chi^2$  of 178.6 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 73.68 for affirmative responses and 26.32 for negative responses. .

TABLE - 3

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "STRENGTH,  
STAMINA, ENDURANCE, SOUND HEALTH, GOOD  
APPEARANCE AND GOOD POSTURE ARE SOME OF THE  
PRINCIPAL CONTRIBUTIONS OF PHYSICAL  
EDCUATION"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 772 (96.50)     | 28 (3.50)    |
| fe                       | 400             | 400          |
| fo - fe                  | 372             | -372         |
| (fo - fe) <sup>2</sup>   | 138384          | 138384       |
| $\frac{(fo - fe)^2}{fe}$ | 345.96          | 345.96       |
| $x^2 = 691.92^*$         |                 |              |

\*Significant  $x^2_{0.05(1)} = 3.841$

It is observed from Table 3 that the obtained responses for affirmative (772) and for negative (4) in relation to the question. It yielded a significant  $X^2$  of 691.92 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 96.50% for affirmative responses and 3.50% for negative responses.

TABLE - 4

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "THE REQUIRED  
PROGRAMME OF PHYSICAL EDUCATION AS A PAINFUL  
EXERCISES FOR CHILDREN"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 652 (81.5)      | 148 (18.5)   |
| fe                       | 400             | 400          |
| fo - fe                  | 252             | -252         |
| (fo - fe) <sup>2</sup>   | 63504           | 63504        |
| $\frac{(fo - fe)^2}{fe}$ | 158.76          | 158.76       |
| $\chi^2 = 317.52^*$      |                 |              |

\*Significant  $\chi^2_{0.05}(1) = 3.841$

It is observed from Table 4 that the obtained responses for affirmative (652) and for negative (148) in relation to the question. It yielded a significant  $\chi^2$  of 317 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 81.5% for affirmative responses and 18.5% for negative responses.

TABLE - 5

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PHYSICAL  
EDUCATION BE SUBSTITUTE BY ANY KIND OF  
PHYSICAL LABOUR"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 589 (73.6)      | 211 (26.3)   |
| fe                       | 400             | 400          |
| fo - fe                  | 189             | -189         |
| (fo - fe) <sup>2</sup>   | 35721           | 35721        |
| $\frac{(fo - fe)^2}{fe}$ | 89.30           | 89.30        |
| $\chi^2 = 178.6^*$       |                 |              |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

Table 5 that the obtained responses for affirmative (589) and for negative (211) in relation to the question. It yielded a significant  $\chi^2$  of 178.6 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 73.68% for affirmative responses and 26.32% for negative responses.

TABLE - 6

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PHYSICAL  
EDUCATION MAKES IMPORTANT CONTRIBUTION TO  
MENTAL HEALTH"**

|                          | <b>Affirmative (%)</b> | <b>Negative (%)</b> |
|--------------------------|------------------------|---------------------|
| fo                       | 730 (91.25)            | 70 (8.75)           |
| fe                       | 400                    | 400                 |
| fo - fe                  | 330                    | -330                |
| (fo - fe) <sup>2</sup>   | 108900                 | 108900              |
| $\frac{(fo - fe)^2}{fe}$ | 272.25                 | 272.25              |
| $\chi^2 = 544.5^*$       |                        |                     |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

It is evident from Table 6 that the obtained responses for affirmative (730) and for negative (70) in relation to the question. It yielded a significant  $X^2$  of 544.5 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 91.25% for affirmative responses and 8.75% for negative responses.

TABLE - 7

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "A STUDENT  
WHO IS GOOD IN SPORTS ACTIVITIES WILL NOT BE  
BRIGHT IN STUDIES"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 639 (79.87)     | 161 (20.12)  |
| fe                       | 400             | 400          |
| fo - fe                  | 239             | -239         |
| (fo - fe) <sup>2</sup>   | 57121           | 57121        |
| $\frac{(fo - fe)^2}{fe}$ | 142.80          | 142.80       |
| x <sup>2</sup> = 285.6*  |                 |              |

\*Significant  $x^2_{0.05(1)} = 3.841$

It is evident from Table 7 that the obtained responses for affirmative (639) and for negative (161) in relation to the question. It yielded a significant  $X^2$  of 285.6 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 79.87% for affirmative responses and 20.12% for negative responses.



TABLE - 8

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PRACTICAL  
ACTIVITIES IN PHYSICAL EDUCATION HELP THE  
INTELLECTUAL DEVELOPMENT OF THE STUDIES"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 155 (19.37)     | 645 (80.62)  |
| fe                       | 400             | 400          |
| fo - fe                  | -245            | 245          |
| (fo - fe) <sup>2</sup>   | 60025           | 60025        |
| $\frac{(fo - fe)^2}{fe}$ | 150.06          | 150.06       |
| $\chi^2 = 300.12^*$      |                 |              |

\*Significant  $\chi^2_{0.05}(1) = 3.841$

It is evident from Table 8 that the obtained responses for affirmative (155) and for negative (645) in relation to the question. It yielded a significant  $\chi^2$  of 300.12 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 19.37% for affirmative responses and 80.62% for negative responses.

TABLE - 9

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "SOUND  
PHYSICAL CONDITION DO NOT HAVE A BENEFICIAL  
EFFECT ON THE MIND"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 267 (33.37)     | 533 (66.62)  |
| fe                       | 400             | 400          |
| fo - fe                  | -133            | 133          |
| (fo - fe) <sup>2</sup>   | 17689           | 17689        |
| $\frac{(fo - fe)^2}{fe}$ | 44.22           | 44.22        |
| $\chi^2 = 88.44^*$       |                 |              |

\*Significant  $\chi^2_{0.05}(1) = 3.841$

It is evident from Table 9 that the obtained responses for affirmative (267) and for negative (533) in relation to the question. It yielded a significant  $\chi^2$  of 88.44 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 33.37% for affirmative responses and 66.62% for negative responses.

TABLE - 10

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PHYSICAL  
EDUCATION IS NOT HARMFUL FOR ACADEMICALLY  
ADVANCED AND MERITORIOUS STUDENTS"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 147 (18.37)     | 653 (81.62)  |
| fe                       | 400             | 400          |
| fo - fe                  | 253             | 253          |
| (fo - fe) <sup>2</sup>   | 64009           | 64009        |
| $\frac{(fo - fe)^2}{fe}$ | 160.02          | 160.02       |
| $\chi^2 = 320.04^*$      |                 |              |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

It is evident from Table 10 that the obtained responses for affirmative (147) and for negative (653) in relation to the question. It yielded a significant  $\chi^2$  of 320.04 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 18.37% for affirmative responses and 81.62% for negative responses.

TABLE - 11

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PHYSICAL  
EDUCATION PROVIDES GOOD OPPORTUNITIES FOR  
ALL ROUND DEVELOPMENT OF THE PERSONALITY"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 42 (5.25)       | 758 (94.75)  |
| fe                       | 400             | 400          |
| fo - fe                  | -358            | 358          |
| (fo - fe) <sup>2</sup>   | 128164          | 128164       |
| $\frac{(fo - fe)^2}{fe}$ | 320.41          | 320.41       |
| $\chi^2 = 640.82^*$      |                 |              |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

It is evident from Table 11 that the obtained responses for affirmative (42) and for negative (758) in relation to the question. It yielded a significant  $\chi^2$  of 640.82 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 5.25% for affirmative responses and 94.75% for negative responses.

TABLE - 12

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PHYSICAL  
EDUCATION IS CONCERNED WITH THE WHOLE  
DEVELOPMENT OF THE CHILD"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 182 (22.75)     | 618 (77.25)  |
| fe                       | 400             | 400          |
| fo - fe                  | -218            | 218          |
| (fo - fe) <sup>2</sup>   | 47524           | 47524        |
| $\frac{(fo - fe)^2}{fe}$ | 118.81          | 118.81       |
| $\chi^2 = 237.62^*$      |                 |              |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

It is evident from Table 12 that the obtained responses for affirmative (182) and for negative (618) in relation to the question. It yielded a significant  $\chi^2$  of 237.62 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 22.75% for affirmative responses and 77.25% for negative responses.

TABLE - 13

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PHYSICAL  
EDUCATION DEVELOPS THE INDIVIDUALS QUALITY OF  
LEADERSHIP"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 652 (81.5)      | 148 (18.5)   |
| fe                       | 400             | 400          |
| fo - fe                  | 252             | -252         |
| (fo - fe) <sup>2</sup>   | 63504           | 63504        |
| $\frac{(fo - fe)^2}{fe}$ | 158.76          | 158.76       |
| $\chi^2 = 317.52^*$      |                 |              |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

It is evident from Table 13 that the obtained responses for affirmative (652) and for negative (148) in relation to the question. It yielded a significant  $\chi^2$  of 317.52 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 81.5% for affirmative responses and 18.5% for negative responses.



TABLE - 14

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "THE CHILDREN  
WHO ACTIVELY PARTICIPATE IN PHYSICAL EDUCATION  
PROGRAMME ARE DISOBEDIENT AND UNRULY AND  
DIFFICULTY TO MANAGE"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 680 (85)        | 120 (15)     |
| fe                       | 400             | 400          |
| fo - fe                  | 280             | -280         |
| (fo - fe) <sup>2</sup>   | 78400           | 78400        |
| $\frac{(fo - fe)^2}{fe}$ | 196             | 196          |
| $\chi^2 = 392^*$         |                 |              |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

It is evident from Table 14 that the obtained responses for affirmative (680) and for negative (120) in relation to the question. It yielded a significant  $\chi^2$  of 392 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 85.0% for affirmative responses and 15.0% for negative responses.

TABLE - 15

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "THOSE WHO  
PARTICIPATE IN PHYSICAL ACTIVITIES ARE  
GENERALLY MORE ALERT THAN OTHERS"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 730 (91.25)     | 70 (8.75)    |
| fe                       | 400             | 400          |
| fo - fe                  | 330             | -330         |
| (fo - fe) <sup>2</sup>   | 108900          | 108900       |
| $\frac{(fo - fe)^2}{fe}$ | 272.25          | 272.25       |
| x <sup>2</sup> = 544.5*  |                 |              |

\*Significant  $x^2_{0.05(1)} = 3.841$

It is evident from Table 15 that the obtained responses for affirmative (730) and for negative (70) in relation to the question. It yielded a significant  $X^2$  of 544.5 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 91.25% for affirmative responses and 8.75% for negative responses.

TABLE - 16

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PHYSICAL  
EDUCATION HELPS TO DEVELOP EMOTIONAL  
STABILITY"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 91 (11.37)      | 709 (88.62)  |
| fe                       | 400             | 400          |
| fo - fe                  | -309            | 309          |
| (fo - fe) <sup>2</sup>   | 95481           | 95481        |
| $\frac{(fo - fe)^2}{fe}$ | 238.70          | 238.70       |
| $\chi^2 = 477.4^*$       |                 |              |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

It is evident from Table 16 that the obtained responses for affirmative (91) and for negative (709) in relation to the question. It yielded a significant  $X^2$  of 477.4 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 11.37% for affirmative responses and 88.62% for negative responses.

TABLE - 17

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PHYSICAL  
EDUCATION ACTIVITIES DO NOT PROVIDE  
OPPORTUNITIES FOR LEARNING TO CONTROL ONE'S  
EMOTION"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 515 (64.4)      | 285 (35.62)  |
| fe                       | 400             | 400          |
| fo - fe                  | 115             | -115         |
| (fo - fe) <sup>2</sup>   | 13225           | 13225        |
| $\frac{(fo - fe)^2}{fe}$ | 33.06           | 33.06        |
| $\chi^2 = 66.12^*$       |                 |              |

\*Significant  $\chi^2_{0.05}(1) = 3.841$

It is evident from Table 17 that the obtained responses for affirmative (515) and for negative (285) in relation to the question. It yielded a significant  $\chi^2$  of 66.12 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 64.4% for affirmative responses and 35.62% for negative responses.

TABLE - 18

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "TENSION CAN  
BE RELEASED BY PLAYING TEAM GAMES"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 758 (94.75)     | 42 (5.25)    |
| fe                       | 400             | 400          |
| fo - fe                  | 358             | -358         |
| (fo - fe) <sup>2</sup>   | 128164          | 128164       |
| $\frac{(fo - fe)^2}{fe}$ | 320.41          | 640.82       |
| $\chi^2 = 640.82^*$      |                 |              |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

It is evident from Table 18 that the obtained responses for affirmative (758) and for negative (42) in relation to the question. It yielded a significant  $\chi^2$  of 640.82 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 94.75% for affirmative responses and 5.25% for negative responses.

TABLE - 19

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "VIGOROUS  
PHYSICAL ACTIVITY RELEASES HARMFUL EMOTIONAL  
TENSION"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 596 (74.5)      | 204 (25.5)   |
| fe                       | 400             | 400          |
| fo - fe                  | 196             | -196         |
| (fo - fe) <sup>2</sup>   | 38416           | 38416        |
| $\frac{(fo - fe)^2}{fe}$ | 96.04           | 96.04        |
| $\chi^2 = 192.08^*$      |                 |              |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

It is evident from Table 19 that the obtained responses for affirmative (596) and for negative (204) in relation to the question. It yielded a significant  $\chi^2$  of 192.08 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 74.5% for affirmative responses and 25.5% for negative responses.



TABLE - 20

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PHYSICAL  
EDUCATION PROGRAMME CAN COUNTERACT  
FRUSTRATION"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 335 (41.87)     | 465 (58.12)  |
| fe                       | 400             | 400          |
| fo - fe                  | -65             | 65           |
| (fo - fe) <sup>2</sup>   | 4225            | 4225         |
| $\frac{(fo - fe)^2}{fe}$ | 10.56           | 10.56        |
| $\chi^2 = 21.12^*$       |                 |              |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

It is evident from Table 20 that the obtained responses for affirmative (335) and for negative (465) in relation to the question. It yielded a significant  $\chi^2$  of 21.12 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 41.87% for affirmative responses and 58.12% for negative responses.

TABLE - 21

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "GROUP  
ACTIVITIES IN PHYSICAL EDUCATION PROMOTE  
DEVELOPMENT OF ACCEPTABLE SOCIAL BEHAVIOUR"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 28 (3.5)        | 772 (96.5)   |
| fe                       | 400             | 400          |
| fo - fe                  | -372            | 372          |
| (fo - fe) <sup>2</sup>   | 138384          | 138384       |
| $\frac{(fo - fe)^2}{fe}$ | 345.96          | 345.96       |
| $\chi^2 = 691.92^*$      |                 |              |

\*Significant  $\chi^2_{0.05}(1) = 3.841$

It is evident from Table 21 that the obtained responses for affirmative (28) and for negative (772) in relation to the question. It yielded a significant  $\chi^2$  of 691.92 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 3.5% for affirmative responses and 96.5% for negative responses.

TABLE - 22

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PHYSICAL  
EDUCATION PROMOTES BETTER INTERPERSONAL  
RELATIONSHIP"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 786 (98.25)     | 14 (1.75)    |
| fe                       | 400             | 400          |
| fo - fe                  | 386             | -386         |
| (fo - fe) <sup>2</sup>   | 148996          | 148996       |
| $\frac{(fo - fe)^2}{fe}$ | 372.49          | 372.49       |
| $\chi^2 = 744.98^*$      |                 |              |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

It is evident from Table 22 that the obtained responses for affirmative (786) and for negative (14) in relation to the question. It yielded a significant  $X^2$  of 744.98 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 98.25% for affirmative responses and 1.75% for negative responses.

TABLE - 23

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PHYSICAL  
EDUCATION MAKES ONE A COOPERATIVE, HELPFUL,  
UPRIGHT AND STRAIGHT FORWARD INDIVIDUAL"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 63 (7.87        | 737 (92.12)  |
| fe                       | 400             | 400          |
| fo - fe                  | -337            | 337          |
| (fo - fe) <sup>2</sup>   | 113569          | 113569       |
| $\frac{(fo - fe)^2}{fe}$ | 283.92          | 283.92       |
| $x^2 = 567.84^*$         |                 |              |

\*Significant  $x^2_{0.05(1)} = 3.841$

It is evident from Table 23 that the obtained responses for affirmative (63) and for negative (737) in relation to the question. It yielded a significant  $X^2$  of 567.84 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 7.87% for affirmative responses and 92.12% for negative responses.

TABLE - 24

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "GAMES AND  
SPORTS ESTABLISH FRIENDLY TIES BETWEEN TWO  
TEAMS, SCHOOLS OR COUNTRIES"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 21 (2.62)       | 779 (97.37)  |
| fe                       | 400             | 400          |
| fo - fe                  | -379            | 379          |
| (fo - fe) <sup>2</sup>   | 143641          | 143641       |
| $\frac{(fo - fe)^2}{fe}$ | 359.10          | 359.10       |
| $\chi^2 = 718.2^*$       |                 |              |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

Table 24 that the obtained responses for affirmative (21) and for negative (779) in relation to the question. It yielded a significant  $\chi^2$  of 718.2 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 2.62% for affirmative responses and 97.37% for negative responses.

TABLE - 25

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "BY  
PARTICIPATING IN GAMES AND SPORTS CHILDREN  
BECOME SELFISH, ROUGH, UNRULY AND  
UNGENTLEMENLY"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 743 (92.87)     | 57 (7.12)    |
| fe                       | 400             | 400          |
| fo - fe                  | 343             | -343         |
| (fo - fe) <sup>2</sup>   | 117649          | 117649       |
| $\frac{(fo - fe)^2}{fe}$ | 294.12          | 294.12       |
| $\chi^2 = 588.24^*$      |                 |              |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

It is evident from Table 25 that the obtained responses for affirmative (743) and for negative (57) in relation to the question. It yielded a significant  $X^2$  of 588.24 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 92.87% for affirmative responses and 7.12% for negative responses.



TABLE - 26

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PHYSICAL  
EDUCATION HAS SOMETHING TO DO WITH PHYSICAL  
AND NOTHING TO DO WITH EDUCATION"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 631 (78.87)     | 169 (21.12)  |
| fe                       | 400             | 400          |
| fo - fe                  | 231             | -231         |
| (fo - fe) <sup>2</sup>   | 53361           | 53361        |
| $\frac{(fo - fe)^2}{fe}$ | 133.40          | 133.40       |
| x <sup>2</sup> = 266.8*  |                 |              |

\*Significant  $x^2_{0.05(1)} = 3.841$

It is evident from Table 26 that the obtained responses for affirmative (631) and for negative (169) in relation to the question. It yielded a significant  $X^2$  of 266.8 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 78.87% for affirmative responses and 21.12% for negative responses.

TABLE - 27

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PHYSICAL  
EDUCATION IS NOT AN INTEGRAL PART OF  
EDUCATIONAL SYSTEMS"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 428 (53.5)      | 372 (46.5)   |
| fe                       | 400             | 400          |
| fo - fe                  | 28              | -28          |
| (fo - fe) <sup>2</sup>   | 784             | 784          |
| $\frac{(fo - fe)^2}{fe}$ | 1.96            | 1.96         |
| $\chi^2 = 3.92^*$        |                 |              |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

It is evident from Table 27 that the obtained responses for affirmative (428) and for negative (372) in relation to the question. It yielded a significant  $\chi^2$  of 3.92 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 53.5% for affirmative responses and 46.5% for negative responses.

TABLE - 28

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PHYSICAL  
EDUCATION NEVER BE A COMPULSORY SUBJECT FOR  
SCHOOL"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 604 (75.5)      | 196 (24.5)   |
| fe                       | 400             | 400          |
| fo - fe                  | 204             | -204         |
| (fo - fe) <sup>2</sup>   | 41616           | 41616        |
| $\frac{(fo - fe)^2}{fe}$ | 104.04          | 104.04       |
| $\chi^2 = 208.08^*$      |                 |              |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

It is evident from Table 28 that the obtained responses for affirmative (604) and for negative (196) in relation to the question. It yielded a significant  $\chi^2$  of 208.08 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 75.5% for affirmative responses and 24.5% for negative responses.

TABLE - 29

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "EXISTING  
PROGRAMME OF PHYSICAL EDUCATION ARE  
INADEQUATE"**

|                          | Affirmative (%) | Negative (%) |
|--------------------------|-----------------|--------------|
| fo                       | 204 (25.5)      | 596 (74.5)   |
| fe                       | 400             | 400          |
| fo - fe                  | -196            | 196          |
| (fo - fe) <sup>2</sup>   | 38416           | 38416        |
| $\frac{(fo - fe)^2}{fe}$ | 96.04           | 96.04        |
| x <sup>2</sup> = 192.08* |                 |              |

\*Significant  $x^2_{0.05(1)} = 3.841$

Table 29 that the obtained responses for affirmative (204) and for negative (596) in relation to the question. It yielded a significant  $X^2$  of 192.08 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 25.5% for affirmative responses and 74.5% for negative responses.

TABLE - 30

**DIVERGENCE OF OBSERVED RESULTS OF  
RESPONDENTS FOR THE STATEMENT "PHYSICAL  
EDUCATION IS AN AFTER SCHOOL HOUR OR A BEFORE  
SCHOOL HOUR ACTIVITY"**

|                          | <b>Affirmative (%)</b> | <b>Negative (%)</b> |
|--------------------------|------------------------|---------------------|
| fo                       | 498 (62.25)            | 302 (37.75)         |
| fe                       | 400                    | 400                 |
| fo - fe                  | 98                     | -98                 |
| (fo - fe) <sup>2</sup>   | 9604                   | 9604                |
| $\frac{(fo - fe)^2}{fe}$ | 24.01                  | 24.01               |
| $\chi^2 = 48.08^*$       |                        |                     |

\*Significant  $\chi^2_{0.05(1)} = 3.841$

It is evident from Table 30 that the obtained responses for affirmative (498) and for negative (302) in relation to the question. It yielded a significant  $\chi^2$  of 48.08 which was found significant at 0.05 level of confidence with 1 degree of freedom. The value required to be significant was 3.841.

This indicate that there is significant difference between the responses obtained and also indicate that 62.25% for affirmative responses and 37.75% for negative responses.

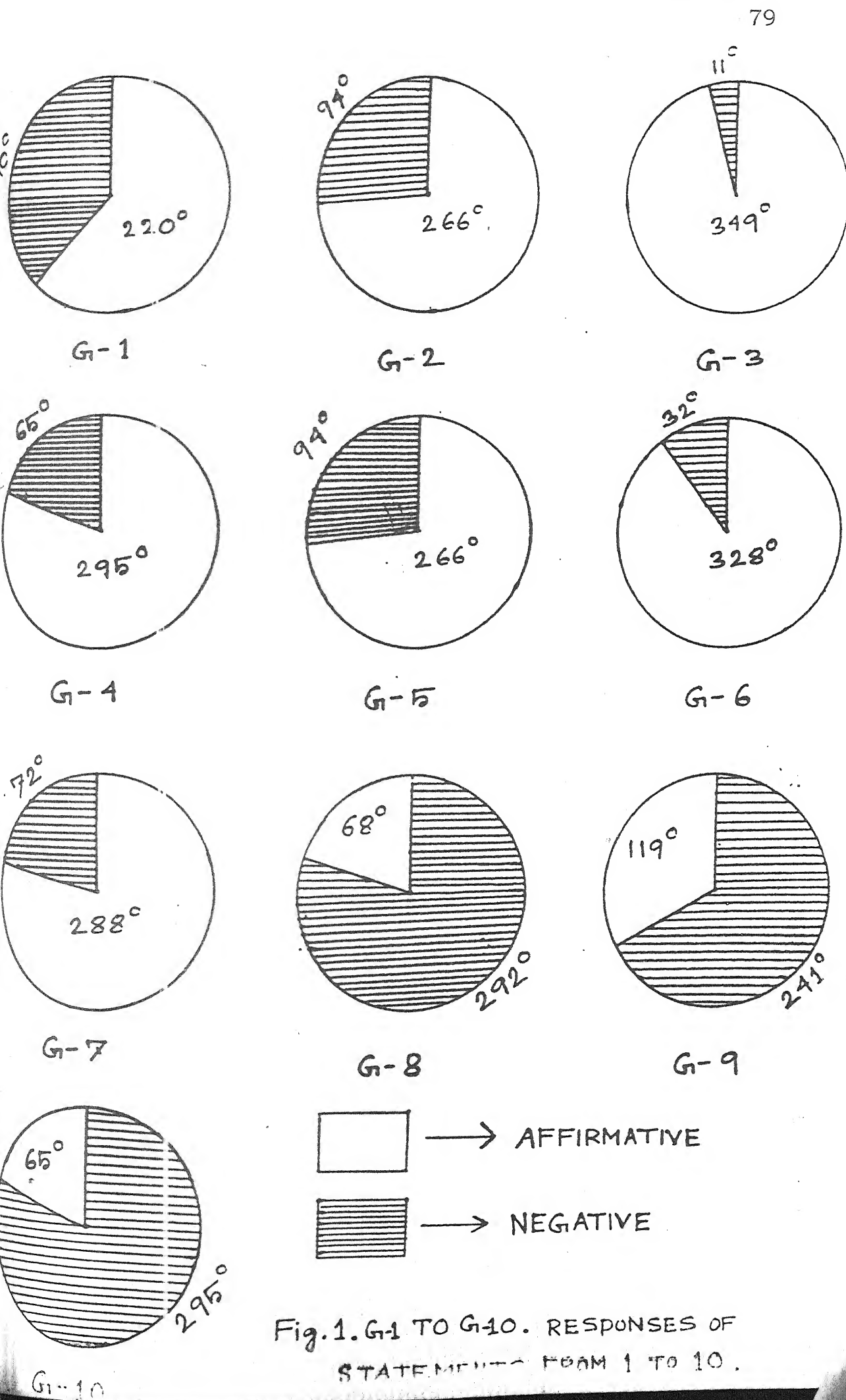
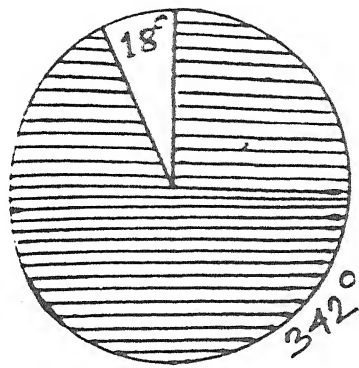
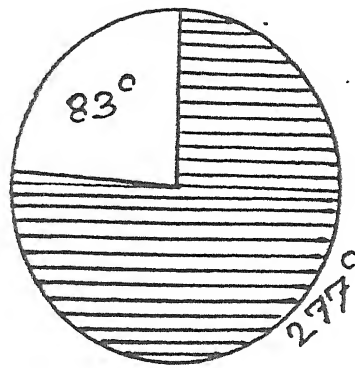


Fig.1. G-1 TO G-10. RESPONSES OF STATEMENTS FROM 1 TO 10.

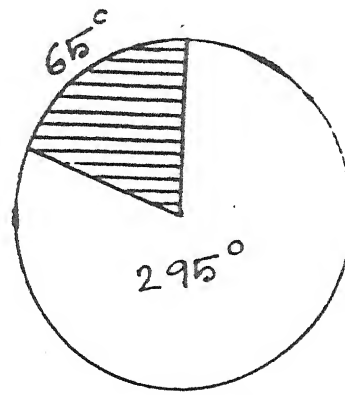




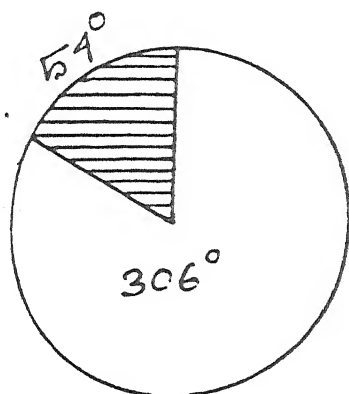
G-11



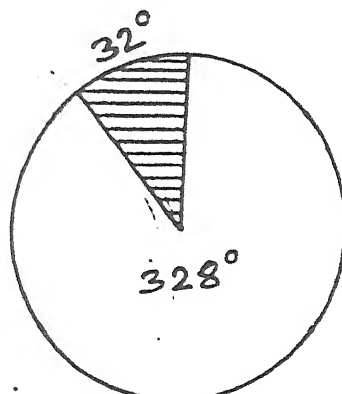
G-12



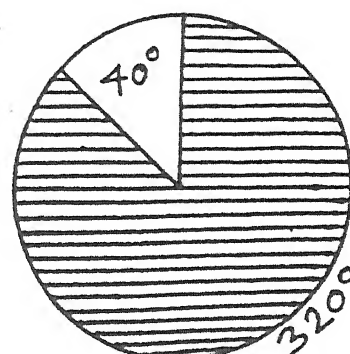
G-13



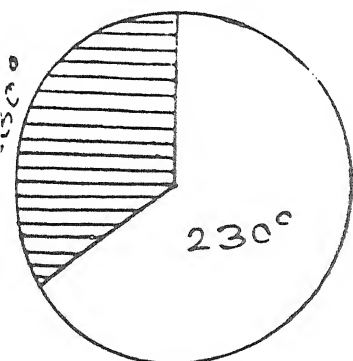
G-14



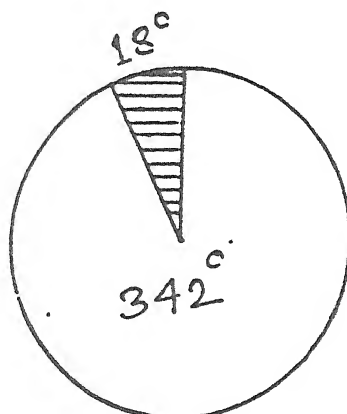
G-15



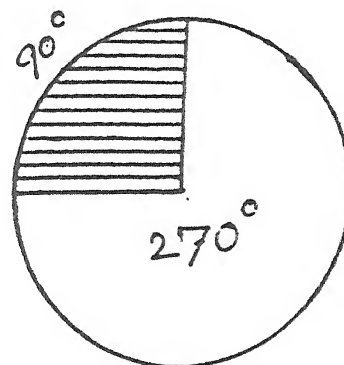
G-16



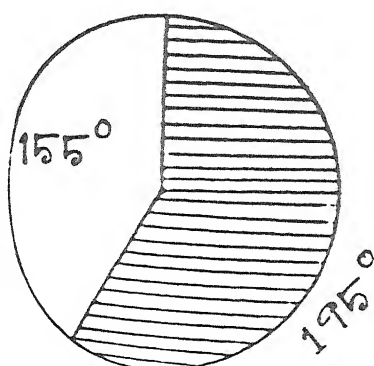
G-17



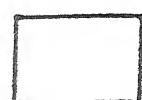
G-18



G-19



G-20

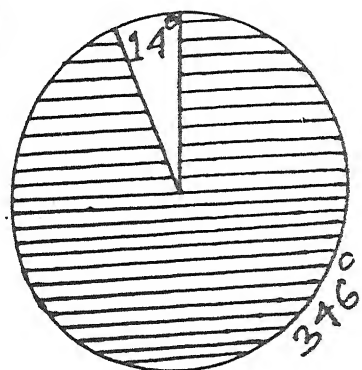


→ AFFIRMATIVE

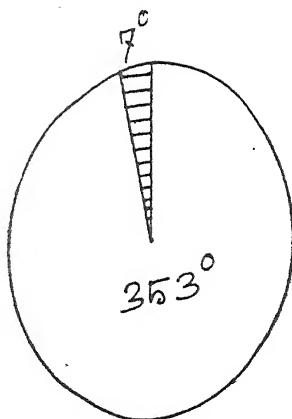


→ NEGATIVE

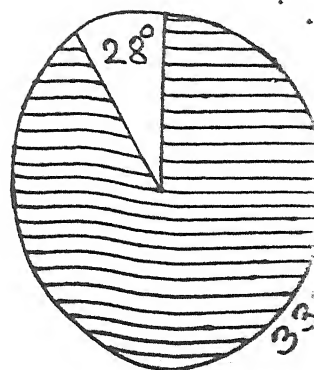
Fig. 2. G-11 TO G-20. RESPONSES OF  
STATEMENTS FROM 11 TO 20.



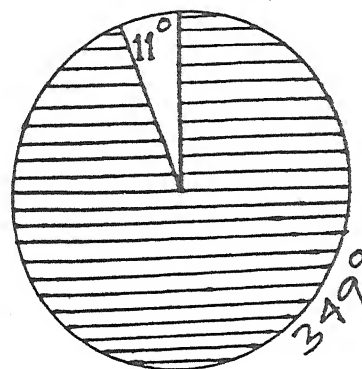
G-21



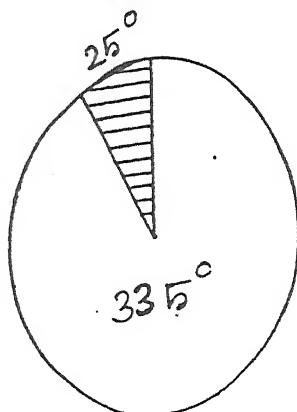
G-22



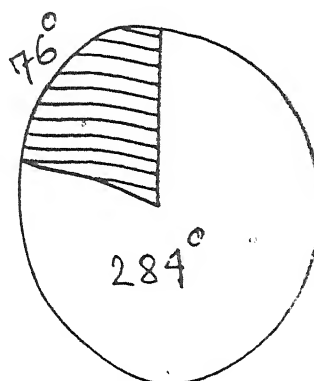
G-23



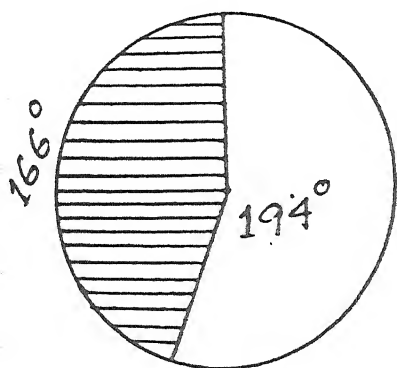
G-24



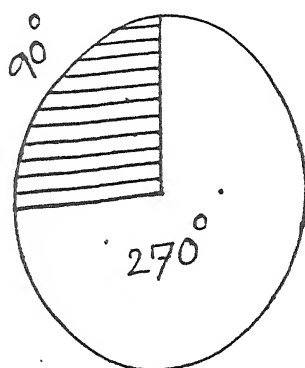
G-25



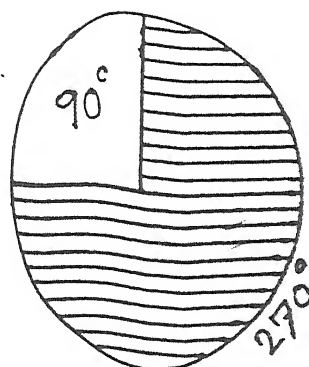
G-26



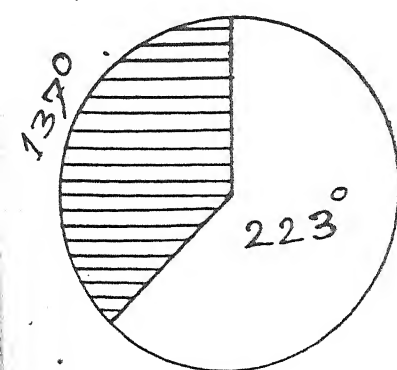
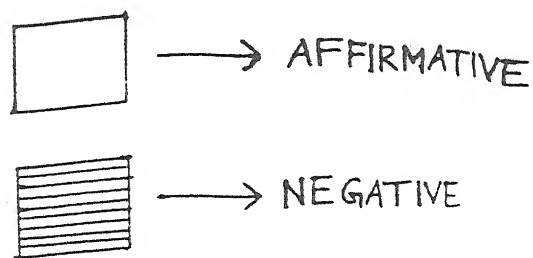
G-27



G-28



G-29



G-30

Fig. 3. G-21 TO G-30. RESPONSES OF  
STATEMENTS FROM 21 TO 30.

From the analysis of the responses made by the parents it is evident that large majority of them have a highly positive attitude on the following statements :

1. The required programmes of physical education is a beneficial exercise for children.
2. Practical activities in physical education help the intellectual development of the students.
3. Physical education is not harmful for academically advanced and meritorious students.
4. Physical education provides good opportunities for all round development of the personality.
5. Physical education helps to develop social and emotional stability.
6. The children who actively participate in physical education programmes are obedient and sincere.
7. A student who is good in sports activities will also be good in studies.

8. Group activities in physical education promote development of social behaviour.
9. Physical education makes one a cooperative helpful, upright and straight forward individual.
10. Games and sports establish friendly terms between two teams, schools or countries.
11. By participating in games and sports children develop many qualities like as leadership, social adjustment, helpful nature etc.

### **Discussion of Findings**

From the analysis of the responses made by the parents. It is evident that majority of them have a positive attitude towards physical education programme. Although the reason may defers from individual to individual. Positive attitude may be due to fact that many parents have sports back found as they understand the importance of physical education programme. So they encourage their children to participate in physical education programme. Most of parent wants to his children to choose physical education

programme as a career. Therefore their willingness to provide them required facilities for participating in different physical education programme which is an encouraging and healthy sing. Efforts should be made to provide better facilities and well organized programme of physical education programme in school.

### **Discussion of Hypothesis**

From the finding it was observed that mostly parents have a positive attitude towards physical education programme. Therefore the hypothesis is rejected.

## Chapter – V

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

Physical education, now-a-days, is considered as an important and integral part of general education which aims at the harmonious development of the whole man. But in practice and from functional points of view it has not yet received due recognition or status as an academic subject in Bundelkhand.

The purpose of this study was to determine the attitude of parents towards physical education programme in Bundelkhand, their opinions (negative or positive), if any.

It was hypothesized that the attitude of the parents was favourable towards physical education.

Questionnaire comprising of 30 statements based on a very simple pattern viz yes/ no which covered 6 aspects of physical education, namely, physical, mental, personality,



emotional, social and educational. The questionnaire were distributed to 1000 parents and 800 of them duly filled the questionnaires and returned. The percentage of the respondents thus was 80% inspite of a reminder. Due to lack of time the research scholar could not contact the respondents personally.

### Conclusions

Within the limitations, the following conclusions may be drawn :

1. The study has indicated that a majority of the parents had a positive attitude towards physical education programme.
2. They had positive attitude towards physical education because it gives help to mental maturity and alertness, personality development & sociability.
3. They had also expressed that physical education helped in developing the whole individual.

### Recommendations

On the basis of this research study the following recommendations are made :

1. Similar study may be made to estimate the attitudes of heads of institutions, educational authorities, members of legislative towards objective and role of physical education.
2. It is recommended that similar study may be undertaken with the subjects belonging to different regions of India.
3. Studies may be conducted to find out how effective the programmes of physical education for the students, who are supposed to <sup>be</sup> benefited from the physical education.
4. A similar comparative study in rural and urban areas can be conducted.
5. Studies may be conducted to find out the satisfactory physical education programme which would help the students for the development of their personality.

# **APPENDICES**

**APPENDIX - A****FORWARDING LETTER**

Dear Sir,

I take this opportunity of introducing myself. I am research scholar of the Major Dhyanchand Institute of Physical Education & Sports, Bundelkhand University, Jhansi. As a requirement for the award of Ph.D. Degree, I have to submit a Thesis on Parental Attitude Towards Physical Education Programme.

I request your kind co-operation in the collection of Data for my project. I am enclosing a questionnaire with this letter. Kindly go through the each question and tick (✓) 'Yes' or 'No' at the end of question, whichever you think appropriate.

As I have very short time at my disposal, kindly return the duly filled questionnaire latest by 30.10.2003.

Requesting you cooperation,

Yours Sincerely

**VINOD SINGH CHANDEL.**

**APPENDIX - B****QUESTIONNAIRE**

1. Physical education is concerned mainly with muscle building Yes / No
2. The purpose of physical education helps in physical development only Yes / No
3. Strength, stamina, endurance, sound health, good appearance and good posture are some of the Principal contributions of Physical Education. Yes / No
4. The required programme of physical education is a painful exercise for children Yes / No
5. Physical education can be substitute by any kind of physical labour. Yes / No
6. Physical education makes important contribution to mental health Yes / No
7. A student who is good in sports activities will not be bright in studies. Yes / No
8. Practical activities in Physical education help the intellectual development of the students Yes / No
9. Sound physical condition do not have a beneficial effect on the mind. Yes / No
10. Physical education is not harmful for academically advanced and meritorious students. Yes / No



**APPENDIX - B (Contd..)**

11. Physical education provides good opportunities for all round development of the personality Yes / No
12. Physical education is concerned with the whole development of the child Yes / No
13. Physical education develops the individuals quality of leadership Yes / No
14. The children who actively participate in physical education programme are disobedient and unruly and difficult to manage. Yes / No
15. Those who participate in physical activities are generally more alert than others. Yes / No
16. Physical education helps to develop emotional stability. Yes / No
17. Physical education activities do not provide opportunities for learning to control one's emotion. Yes / No
18. Tension can be released by playing team games. Yes / No
19. Vigorous physical activity releases harmful emotional tension. Yes / No
20. Physical education programme can counteract frustration Yes / No

**APPENDIX - B (Contd..)**

21. Group activities in physical education promote development of acceptable social behaviour. Yes / No
22. Physical education promotes better inter personal relationship. Yes / No
23. Physical education makes one a co-operative helpful, upright and straight forward individual. Yes / No
24. Games and sports establish friendly ties between two teams, schools or countries. Yes / No
25. By participating in games and sports children become selfish, rough, unruly and ungentlemanly. Yes / No
26. Physical education has something to do with physical and nothing to do with education. Yes / No
27. Physical education is not an integral part of educational system. Yes / No
28. Physical education never be a compulsory subject for school. Yes / No
29. Existing programme of physical education are inadequate. Yes / No
30. Physical education is an after school hour or a before school hour activity. Yes / No

### APPENDIX - C

Responses of the subjects regarding parental attitude towards Physical Education Programmes in proposed state of Bundelkhand.

| S.No. | Statement   | Responses           |
|-------|---|---------------------|
| 1.    | Physical education is concerned mainly with muscle building   | Yes / No<br>491/309 |
| 2.    | The purpose of physical education helps in physical development only.   | Yes / No<br>589/211 |
| 3.    | Strength, stamina, endurance, sound health, good appearance and good posture are some of the Principal contributions of physical education. | Yes / No<br>772/28  |
| 4.    | The required programme of physical education is a painful exercise for children   | Yes / No<br>652/148 |
| 5.    | Physical education can be substitute by any kind of physical labour.  | Yes / No<br>589/211 |
| 6.    | Physical education makes important contribution to mental health.   | Yes / No<br>730/170 |
| 7.    | A student who is good in sports activities will not be bright in studies.   | Yes / No<br>639/161 |
| 8.    | Practical activities in physical education help the intellectual development of the students.   | Yes / No<br>153/645 |
| 9.    | Sound physical condition do not have a beneficial effect on the mind.   | Yes / No<br>267/533 |
| 10.   | Physical education is not harmful for academically advanced and meritorious students.   | Yes / No<br>147/653 |

### APPENDIX - C (Contd...)

| S.No. | Statement  | Responses           |
|-------|--|---------------------|
| 11.   | Physical education provides good opportunities for all round development of the personality                              | Yes / No<br>42/758  |
| 12.   | Physical education is concerned with the whole development of the child.   | Yes / No<br>182/618 |
| 13.   | Physical education develops the individuals quality of leadership.   | Yes / No<br>652/148 |
| 14.   | The children who actively participate in physical education programme are disobedient and unruly and difficult to manage | Yes / No<br>680/120 |
| 15.   | Those who participate in physical activities are generally more alert than others.                                       | Yes / No<br>730/170 |
| 16.   | Physical education helps to develop emotional stability.   | Yes / No<br>91/709  |
| 17.   | Physical education activities do not provide opportunities for learning to control one's emotion.                        | Yes / No<br>515/285 |
| 18.   | Tension can be released by playing team games.   | Yes / No<br>758/42  |
| 19.   | Vigorous physical activity release harmful emotional tension.  | Yes / No<br>596/204 |
| 20.   | Physical education programme can counteract frustration.   | Yes / No<br>335/465 |
| 21.   | Group activities in physical education promote development of acceptable social behaviour.                               | Yes / No<br>28/772  |

### APPENDIX - C (Contd...)

| S.No. | Statement   | Responses           |
|-------|---|---------------------|
| 22.   | Physical education makes promotes better interpersonal relationship.                          | Yes / No<br>786/14  |
| 23.   | Physical education makes one a co-operative helpful, upright and straight forward individual. | Yes / No<br>63/737  |
| 24.   | Games and sports establish friendly ties between two teams, schools or countries.             | Yes / No<br>21/779  |
| 25.   | By participating in games and sports child become selfish, rough, unruly and ungentlemanly    | Yes / No<br>743/57  |
| 26.   | Physical education has something to do with physical and nothing to do with education.        | Yes / No<br>631/169 |
| 27.   | Physical education is not an integral part of educational system.                             | Yes / No<br>428/372 |
| 28.   | Physical education never be a compulsory subject for school.                                  | Yes / No<br>604/196 |
| 29.   | Existing programme of physical education are inadequate.                                      | Yes / No<br>204/596 |
| 30.   | Physical education is an after school hour or a before school hour activity.                  | Yes / No<br>498/302 |

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